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| **C:\Documents and Settings\Susan Jacobs\Local Settings\Temporary Internet Files\Content.IE5\TCWA3842\MC900441708[1].png GRADE 8**  **ELA CCGPS UNIT PLAN: 4th 9 WEEKS**  **This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.** |
| **READING FOCUS : Literary**  **THEME: Dystopian Literature** |
| **EXTENDED TEXT: *The House of the Scorpion* by Nancy Farmer**  **SHORT TEXTS (mixture literary and informational):**   1. **“Genghis Khan”** <http://www.biography.com/people/genghis-khan-9308634?page=1> (four pages)      1. **“The Holocaust”** <http://www.history.com/topics/the-holocaust> 2. ***Pedro el Conejo*  by Beatrix Potter**   **4. Excerpt from *Matched* by Ally Condie**  **-1st paragraph Ch. 1**    **5. *Punctuation Takes a Vacation* by Robin Pulver**  **6. *Writing Whizardry* by Maity Schrecengost**  **7. *After* by Francine Prose**  **8. U.S. Department of Health and Human Services Information on Organ Donation** [www.organdonor.gov](http://www.organdonor.gov)  **9. “Organ Donation: Don’t let these myths confuse you”** <http://www.mayoclinic.com/health/organ-donation/FL00077>  **10**. ***I, Robot* the 2004 film adaptation of Isaac Asimov’s novel**  **11. Shakespeare’s *Sonnet 60***  **12. Dylan Thomas’ “Do Not Go Gentle Into That Good Night”**  **SUPPLEMENTAL MATERIALS:**   * **“Scorpion”**  [**http://animals.nationalgeographic.com/animals/bugs/scorpion/**](http://animals.nationalgeographic.com/animals/bugs/scorpion/) * **“Utopia and Dystopia”**  [**http://www.readwritethink.org/files/resources/lesson\_images/lesson926/DefinitionCharacteristics.pdf**](http://www.readwritethink.org/files/resources/lesson_images/lesson926/DefinitionCharacteristics.pdf) * ***My Sister’s Keeper-* 2009 film version** * ***Peter Rabbit*** <http://www.youtube.com/watch?v=9l391Mb6DYw> * **“Watson on Jeopardy”** <http://www.youtube.com/watch?v=WFR3lOm_xhE> (youtube allows viewer comments that are not censored below each video; please be sure that students view only the video portion) * **MLA Standard Citation** <http://owl.english.purdue.edu/owl/resource/747/01/> |
| **WRITING FOCUS: Argumentative** |
| **ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)**  *Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.* |
| 1. **Argument: Letter to the State Official**   After researching a current topic in cutting edge science that is controversial (such as cloning); students will determine their opinion on the issue and find evidence and examples from both the extended text example as well as the articles read to build support of their claim. Students should analyze the counter-argument and address the opposing view point as well as prove it wrong within their letter. Letters must also include a call to action, students must convince the reader (the state official) to do something (cast a certain vote; petition a governing body, etc.)   1. **Argument: Does art imitate life or does art influence life?**   After examining several examples of dystopian literature as well as several real life examples of leaders and governments that have attempted to create an ideal society students will try to determine the root of dystopian literature. It is the classic which came first scenario-“the chicken or the egg?” only in our case it is “the literature or the reality?” Do the authors write about a misguided government that already exists or does that government exist because someone somewhere planted the idea in a novel? To what extent are you influenced by what you read? Is dystopian literature to be viewed as a warning or as an experiment?   1. **Argument: “Organ Donation”** Using the extended text *The House of the Scorpion*, newly acquired knowledge on current scientific topics, and the excerpts from *My Sister’s Keeper* student will examine the idea of “organ donation” and his or her opinion on the topic. In *The House of the Scorpion*, Matteo is bred specifically for his organs and they will be taken with or without his consent. Compare Matt’s existence to that of Anna in *My Sister’s Keeper.* Anna was conceived specifically to help fight her sisters leukemia, the bone marrow taken from her is given voluntarily. What is your opinion on the stories of Matteo and Anna? 2. **Argument: “A Utopia?”**  Throughout this unit we have analyzed dystopian societies-that is Utopian dreams gone wrong. Drawing on the evidence from both literary and informational texts read during this unit, decide whether or not you believe a Utopian society will ever exist. Why or why not? Provide evidence from the texts in this unit of study to support your claims.   **NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT** |
| **NARRATIVE/RESEARCH/ROUTINE WRITING** |
| **NARRATIVE**   1. **Text to Self connection from *The House of the Scorpion*** 2. **Artificial Intelligence: students will right about a time when technology “out-smarted” them** |
| **RESEARCH CONNECTION(S)**  **Genetic Testing Historical Figures with Utopian Plans**  **Spanish Heritage/Culture Origin of Names**  **Chupacabras Creation Myths** |
| **ROUTINE WRITING** Notes, summaries, process journals, and short responses across **all genres**   * Annotating * Response to literature * Analysis * Reflection * Prediction making * Short response personal connections to the texts |

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| **PLANS FOR ASSESSMENT 1:** *integrating reading selections from the unit into a writing task* |
| PROMPT:   1. **Argument: Letter to the State Official**   After researching a current topic in cutting edge science that is controversial (such as cloning); students will determine their opinion on the issue and find evidence and examples from both the extended text example as well as the articles read to build support of their claim. Students should analyze the counter-argument and address the opposing view point as well as prove it wrong within their letter. Letters must also include a call to action, students must convince the reader (the state official) to do something (cast a certain vote; petition a governing body, etc.) |
| **SKILL BUILDILNG TASKS**  *Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.* |
| **ESSENTIAL QUESTION: How can I use background knowledge as well as prior knowledge to strengthen my understanding of a text?** |
| **TASK: Pre-reading/activating prior knowledge** |
| Standards:  ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.  c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.  ELACC8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.   Instruction:   * As students enter the room have copies of the novel on their desks, or one copy of the book cover on the overhead/smartboard. * Students should take out a sheet of paper, or turn to the first available page in their literary journals. * Have students spend a few moments contemplating the meaning of the word *house,* they should write their musings down*.*   + What does *house* mean?   + Is it simply walls and roof?   + What about the phrase *as for me and my house, we will serve the Lord*, what does house mean here? * Students should share their answers and give evidence to justify their understanding of the term *house.* * Ask students to turn their papers over and spend a few moments writing what they know about scorpions. * Have students share their existing knowledge about scorpions with the class, write their information down on a large piece of bulletin board paper or chart paper. * After students have shared prior knowledge present them with the article “Scorpion” <http://animals.nationalgeographic.com/animals/bugs/scorpion/> * After reading the article students should consider the following questions and record their answers in their literary journals:   -What character traits do scorpions possess?  -Why might the author choose to title her book *The House of the Scorpion?*  *-*What possible meanings could the title have?  *Homework: Students will read chapter 1 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: What is dystopian literature?** |
| **TASK: Vocabulary/genre study** |
| Standards:  ELACC8RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  ELACC8RL6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Instruction:   * Provide direct instruction for students on dystopian literature. * <http://www.readwritethink.org/files/resources/lesson_images/lesson926/DefinitionCharacteristics.pdf> * After providing instruction on dystopian literature ask students to classify several common novels (e.g., *The Hunger Games, V for Vendetta, Harrison Bergeron, Legend, Among the Enemy, Matched, etc.)* * If there is a concern that not all students will have background knowledge of these readings you can provide a short summary of each text with the title.   *Homework: Students will read chapter 2 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: What purpose does dystopian literature serve in the literary cannon?** |
| **TASK: Students will reflect on what they have learned about dystopian literature and determine its purpose in the literary cannon.** |
| Standards:  ELACC8RL9: Analyze how a modern work of fiction draws on themes, patterns, of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.   Instruction:   * Students will have read through chapter 2 of the novel *The House of the Scorpion* and will have learned what dystopian literature is all about. * Ask students to consider why an author would choose to write a novel about a futuristic society with serious and sometimes dangerous faults? * What current trends, or ideas, exist in our world today that the author might be thinking of when writing this novel? * What benefits do dystopian stories lend to you and your world? * Could there be any “truth” to dystopian tales? * Provide students with articles about Genghis Khan, Adolf Hitler, and Chinese censorship.   *Homework: Students will read chapters 3-4 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: How can note taking and discussing a text with my peers help me to understand it better?** |
| **TASK: Active reading and annotation** |
| Standards:  ELACC8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibily from a range of strategies.   1. Use context as a clue to the meaning of a word or phrase. 2. Use common, grade-level appropriate Greek or Latin affixes and roots as clues to the meaning of the word.   ELACC8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech in context. 2. Use the relationship between particular words to better understand each of the words. 3. Distinguish among the connotations of words with similar denotations.   ELACC8RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.  Instruction:   * Have students discuss the previous night’s reading. * Ask them to highlight or sticky note any passage or part of the reading they had questions about or needed some help with. * Have students share their marked passages with the class. * Students that have the same or similar marked passages should pair up (or group up) and work together to analyze the text. * Students should work independently from the teacher. The temptation is to give up and ask the teacher the meaning of a word, or a specific passage; stay neutral and encourage them to talk it out amongst themselves. They may even seek out help from the whole group if need be. * Students should be able to point to evidence from the text, or their experiences, that support their understanding of the text.   *Homework: Students will read chapter 5 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: How do authors use symbols and symbolism to convey meaning?** |
| **TASK: Examine the symbols presented in *The House of the Scorpion* as well as some other stories and novels read during the year** |
| Standards:  ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  ELACC8RL2: Determine the theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  ELACC8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Instruction:   * Provide direct instruction on symbolism. * List the symbols present in the extended novel  *The House of the Scorpion* on the board.   -Celia  -Tam Lin  -Scorpion  -Maria  -El Patron  -Chupacabras  -El Latigo Negro (The Black Whip)   * Have students work in pairs or small groups to determine the possible meanings of the suggested symbols from the text. * After students have had adequate work time (10-20 minutes depending on student ability level) allow students to present their work to the class. * Students must be able to defend their work and explain why/how they came to the conclusions they reached.   *Homework: Students will read chapter 6 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How does figurative language add depth to characters in a text?** |
| **TASK: Examine the figurative language surrounding Tom, Matt, Maria and others in *The House of the Scorpion*** |
| Standards:  ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusion to other texts.  Instruction:   * List the main characters from the novel on the board.   -Celia  -Matt  -Maria  -Tom  -Tam Lin  -El Patron   * Direct students to spend the first 15 minutes of class combing the text for examples of figurative language describing each of these characters. * If desired, you can pair or group students and assign each of them a certain character to be responsible for. * Have students write their found descriptions of the characters on sentence strips and post around the room. * If time permits, students could create word “portraits” of each character, simply cut out a portrait outline of a character and fill in the space using quotes from the text about that character. * Students may choose to write a paragraph about the figurative language surrounding one character from the novel for extra credit.   *Homework: Students will read chapter 7 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How does listening to a text differ from reading it?** |
| **TASK: Students will listen to an audio clip of “Pedro el Conejo” and compare it to reading the children’s short story** |
| Standards:  ELACC8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  ELACC8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.   1. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.   Instruction:   * “Pedro el Conejo” is Peter Rabbit the classic children’s tale, not all children are familiar with this story however. * To begin class, have students read the English version of “Peter Rabbit” silently. * Discuss the tale and its link to the extended novel *The House of the Scorpion.* * Allow students to watch and listen to the audio of “Peter Rabbit” <http://www.youtube.com/watch?v=9l391Mb6DYw> * Ask students to analyze the difference between reading the tale silently and seeing the pictures and the movement while it is read to them. * As an extension students could record and illustrate their own audio version of “Peter Rabbit”.   *Homework: Students will read chapter 8 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: What happens when two texts provide conflicting view points and evidence on the same topic?** |
| **TASK: Students will explore the topic of stem-cell research and analyze the differences in points of view and evidence** |
| Standards:  ELACC8RI6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  ELACC8RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  ELACC8RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material understudy; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and when warranted, qualify or justify their own views and understanding in light of the evidence presented.   Instruction:  Day 1   * Read articles about controversies in science in class. * Provide students with a graphic organizer (a T-chart, Venn diagram, three column sheet of paper, etc.) * Ask students to record the main ideas for each article. * After recording the main ideas or points for each article, divide students in half-one half to research and argue pros and cons of the issue. * Allow students 15 minutes to prepare notes and arguments to support their side of the debate. * Remind students that for every argument they have, the other side will have a counter-argument and they should be prepared to address said counter-argument. This will require them to play devil’s advocate and think ahead.   *Homework: Students will read chapter 9 of The House of the Scorpion.*  Day 2   * List the following questions on the board or on note cards for the mediator (either the teacher, administrator, or a neutral student) to pose for thought:   + What are the pros?   + What are the cons?   + How should we decide whether or not to proceed with stem-cell research?   + Who should decide whether or not to proceed with stem-cell research?   + What techniques to the authors employ to try and get you to side with their beliefs?   + What is your opinion of stem-cell research?   *Homework: Students will read chapter 10 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: How do authors foreshadow upcoming events in a text?** |
| **TASK: Examine the clues Nancy Farmer leaves readers in *The House of the Scorpion*** |
| Standards:  ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  Instruction:   * Ask students to consider the term “foreshadow”. * To truly understand foreshadowing you have to have read far enough ahead to be able to look back and see those tiny breadcrumbs, or clues, the author left for you. * Lead a whole class discussion over foreshadowing, ask students to consider the breadcrumbs:   -“Pedro el Conejo”  -El Latigo Negro  -Chupacabras   * What clues do these tales leave us, the readers? * Why would the author choose to give us these points of reference in our reading? * El Latigo Negro is a hero that rises up from the humblest of beginnings to save his people, what connection could this possibly have to our text? Is there a character we have met that this could be an allusion to? * Chupacabras are terrible, mythical beasts that prey on defenseless animals, babies, and women. What connection could this possibly have to our text? Is there a character that preys on the weak and defenseless?   *Homework: Students will read chapters 11-12 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: How do I succeed on the assessment for this text study?** |
| **TASK: Students will review the elements of argumentative writing and create the rubric for this assessment** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.   ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Instruction:   * Working with peers and the teacher students will collaborate and create rubric for their assessment. * Provide students with a copy of the 8th grade standards for language arts. * Students will review their materials. * For enrichment, students can argue the opposing side from what they presented. * Students, with guidance from the teacher, should analyze the standards and determine which they should use as the focus standards. * Provide students with a blank copy of the rubric and as a class fill it in. * Students should use the rubric to guide their written assessment task. |
| **ESSENTIAL QUESTION: How do I demonstrate all that I have learned in this text study?** |
| **TASK: Students will produce a letter, to a state official, stating their opinion on the issue of stem-cell research that includes a call to action.** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   Instruction:   * Provide students with a copy of the finalized rubric. * If at all possible you should collaborate with a social studies teacher in researching what state official would be best to write to. You may even be able to get your students some social studies credit for the writing the letter. * Students will work in class to write a letter to state official in response to the prompt. * Students may edit rough draft in class, taking advantage of peer review time. * Students will turn in final draft of letter upcoming coming to class the next day.   \*Assessment Opportunity |
| **PLANS FOR ASSESSMENT 2:** *integrating reading selections from the unit into a writing task* |
| PROMPT:  **Argument: Does art imitate life or does art influence life?**  After examining several examples of dystopian literature as well as several real life examples of leaders and governments that have attempted to create an ideal society students will try to determine the root of dystopian literature. It is the classic which came first scenario-“the chicken or the egg?” only in our case it is “the literature or the reality?” Do the authors write about a misguided government that already exists or does that government exist because someone somewhere planted the idea in a novel? To what extent are you influenced by what you read? Is dystopian literature to be viewed as a warning or as an experiment? |
| **SKILL BUILDILNG TASKS**  *Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.* |
| **ESSENTIAL QUESTION: How does the author infuse a sense of the Latino culture into her writing?** |
| **TASK: Close reading of the text** |
| Standards:  ELACC8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusion to other texts.  ELACC8RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  Instruction:   * As students enter the room have the essential question posted on the board. * Ask students to find examples of the following cultural references in their novels.   -Spanish terms “*mi vida”*  -traditions  -mythological creatures (e.g., Chupacabras)  -slang “holy frijoles”  -religion (e.g., Virgin Mary, Saint Francis)   * They should record their examples in their literary journals. * Why is this infusion of Spanish culture important in understanding the novel? * How would the novel be changed if these cultural references were removed? (foreshadowing…) * As an extension of this discussion challenge students to write their own narrative piece (one page in length) about a day in their life, including relevant cultural references.   *Homework: Students will read chapters 13-14 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: What different techniques do authors use to reveal character motives?** |
| **TASK: Character study** |
| Standards:  ELACC8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.  ELACC8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies or categories).  Instruction:   * Assign each student a character from the extended novel to analyze. * Provide students with a graphic organizer for character study or create one with the class. * If creating one, students should create a 5 column chart in their literary journals: * What the character says * What the character does * What others say about the character * How others treat the character * Comparisons to other characters * Students should turn in their character study-or if it is done in the literary journal have it reviewed by the teacher to check for understanding-before leaving class.   *Homework: Students will read chapter 15 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How do authors use allusions to strengthen their writing?** |
| **TASK: Analyze allusions in texts and the reasons for their use** |
| Standards:  ELACC8RL9: Analyze how a modern work of fiction draws on themes, patterns, of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  Instruction:   * Ask students to list the most popular stories they have ever heard of (e.g., Romeo and Juliet (star-crossed lovers) Adam and Eve (original sin) and Greek myths (religious/cultural understandings). * Provide direct instruction on the types of allusions that authors can choose from in their writing. * Literary * Historical * Religious * Cultural * After recording student answers on chart paper, ask students to consider what “lessons” these stories teach us. * Provide students with a copy of the literature you have read throughout the year. * Students should then work in pairs to determine what allusions (if any) are present in the texts. * For those texts that do have an allusion students should name the allusion and prepare notes on why that allusion supports the text.   (e.g., *Hunger Games*-allusion to the 13 colonies of the U.S. and the revolutionary war that gained independence from Britain, this allusion works to support the text because it provides a foreshadowing of the revolution Katniss is destined to lead.)   * Share student responses and spin the focus towards the extended novel *The House of the Scorpion*. * How does Nancy Farmer use allusions to foreshadow up-coming events or support understanding in her novel?   *Homework: Students will read chapter 16 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: How can I use allusions to other texts to strengthen my writing?** |
| **TASK: Students will produce a creative writing assignment demonstrating command of an allusion** |
| Standards:  ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  ELACC8W5: With some guidance and support from peers, and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Instruction:   * Create a list of topics, these should be student generated, from which students will be assigned a writing topic (e.g., politics, teenage angst, star-crossed lovers, sports, etc.) * Students will pick a topic (or teacher can assign) and begin writing a creative short story. * Short stories must include an allusion to another text or significant event. * Papers should be edited and revised before being turned in for a final grade.   *Homework: Students will read chapters 17-18 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How do I write an effective lead/introductory paragraph?** |
| **TASK: Students will read the opening paragraphs of three novels, including the extended text, and create their own introductory paragraph** |
| Standards:  ELACC8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  ELACC8W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.  Instruction:   * Provide students with the opening paragraphs of three dystopian novels. * *After* by Francine Prose- “Minutes after the shootings, everybody’s cell phone rang. We weren’t supposed to have cell phones unless we had a note from our parents explaining why they had to be able to reach us in a hurry.” * *Matched* by Ally Condie- “Now that I’ve found a way to fly, which direction should I go into the night? My wings are white or feathery; they’re green, made of green silk, which shudders in the wind and bends when I move—first in a circle, then in a line, finally in a shape of my own invention. The black behind me doesn’t worry me; neither do the stars ahead.” * *The House of the Scorpion* by Nancy Farmer. * Ask students to read and annotate the texts. * Share with the whole group what the paragraphs have that make them special.   For example: Farmer begins with a setting shrouded in mystery. Prose begins her novel with suspense and drama. Condie begins with an inner dialogue.   * Ask students to pick one approach and using it as a mentor text try to duplicate the same type of mood/or technique in their writing.   *Homework: Students will read chapters 19-21 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How do I write an effective conclusion?** |
| **TASK: Students will write a short informative essay on the topic of their choosing and demonstrate an appropriate conclusion** |
| Standards:  ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from and supports the information explained or presented.   Instruction:  Day 1   * Ask students to brainstorm topics they consider themselves to be experts on for 5 minutes (sports, annoying siblings, studying for tests, eating, etc.) * Have students pick their favorite topic from their brainstorm list. * Give students 20-30 minutes of class time to write an informative paper about their topic. * This is a free write; you basically want all of their ideas to flow onto paper.   Day 2   * Ask students to get into groups and work on organizing their paper. * Students should consider the previous lesson on interesting leads/introductory paragraphs. * Once students have organized their papers accordingly have them isolate their conclusion on a large note card or separate sheet of notebook paper. * Provide students with a variety of sample conclusions to different stories and papers. * Provide direct instruction on what makes a solid informative/explanatory conclusion. * *Writing Whizardry* by Maity Schrecengost is a wonderful resource. Mini-Lesson 12 “Satisfying Endings” is a fantastic lesson. This book has non-examples (classic students endings we all hate) and examples (taking those horrible student produced one liners and “beefing” them up. * Page 109 of *Writing Whizardry* has a list of ways to end an informative/explanatory writing piece: * summary of main points * evaluative statement * challenge * feelings * value to the reader statement * invitation * further exploration * restatement * After sharing these examples with the students ask them to choose one and apply it to their own writing. * Have students write their new conclusion on the same sheet of paper as their old conclusion, and then post them around the room for others to read and see. * If students used note cards they can paste the note cards side by side on a sheet of construction paper and post around the room.   *Homework: Students will read chapter 22-23 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How can I succeed on the assessment for this unit of text study?** |
| **TASK: Students will review the elements of argumentative writing and will create a rubric for this assessment** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.   ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Instruction:   * Working with peers and the teacher students will collaborate and create rubric for their assessment * Provide students with a copy of the 8th grade standards for language arts. * Students will review their notes on dystopian literature. * Provide students with fresh copies of dystopian leaders in history articles which they can review and annotate as needed. * Students, with guidance from the teacher, should analyze the standards and determine which they should use as the focus standards. * Provide students with a blank copy of the rubric and as a class fill it in. * Students should use the rubric to guide their written assessment task. |
| **ESSENTIAL QUESTION: How do demonstrate all that I have learned in this text study?** |
| **TASK: Students will produce an argumentative essay in which they determine whether art imitates life or if art influences life.** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   Instruction:   * Provide students with a copy of the prompt. * Thoroughly dissect the prompt so that students are clear on what they are expected to produce. * Allow students to use the remaining class time to begin drafting their response. * Students will turn in final draft of the assessment upon returning to class the next day.   \*Assessment Opportunity |
| **PLANS FOR ASSESSMENT 3:** *integrating reading selections from the unit into a writing task* |
| PROMPT:   1. **Argument: “Organ Donation”** Using the extended text *The House of the Scorpion*, newly acquired knowledge on current scientific topics, and the excerpts from *My Sister’s Keeper* student will examine the idea of “organ donation” and his or her opinion on the topic. In *The House of the Scorpion*, Matteo is bred specifically for his organs and they will be taken with or without his consent. Compare Matt’s existence to that of Anna in *My Sister’s Keeper.* Anna was conceived specifically to help fight her sisters leukemia, the bone marrow taken from her is given voluntarily. What is your opinion on the stories of Matteo and Anna? |
| **SKILL BUILDILNG TASKS**  *Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.* |
| **ESSENTIAL QUESTION: What is organ donation?** |
| **TASK: Students will understand the science behind and the benefits of organ donation** |
| Standards:  ELACC8RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  ELACC8RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  ELACC8W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  Instruction:  Day 1   * Write the words “organ donation” on the whiteboard/smartboard. * Ask students to write everything they know about organ donation onto a sheet of chart paper posted at the front of the room. * Ask students to share their opinions of organ donation with the class (only spend about 2-3 minutes on this). * Take students to the computer lab and have them spend 20-30 minutes researching organ donation. * Some recommended websites are [www.organdonor.gov](http://www.organdonor.gov) and <http://www.mayoclinic.com/health/organ-donation/FL00077> * Students should record any note worthy or beneficial information they find. * At the end of class or even the next day ask students to write one thing they learned about organ donation (cannot be something they already new) on a sentence strip. * Post these sentence strips around the room.   Day 2-3   * Introduce students to the novel *My Sister’s Keeper* by Jodi Piccoult. * Provide students with a brief summary of the novel (available at Amazon.com). * Have statements written on chart paper and posted around the room, give students different colored markers to fill in their responses on the chart paper. * Ask students to draw on what they have read, both in their research of organ donation and in The House of the Scorpion, and respond to the following statements: * “I want to have a baby to provide my existing child with a possible organ donor.” * “It is the government’s job to determine whether or not organ donation should be allowed.” * “Organ donation is unnatural.” * “Organ donation is creepy.” * “If I am not using an organ it is ok for me to give it to someone in need.” * After students have discussed their responses to the statements allow them to watch the film *My Sister’s Keeper*   *Homework: Students will read chapters 24-25 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: What is the difference between active and passive voice?** |
| **TASK: Students will review active and passive voice and demonstrate a mastery of active and passive voice in their writing** |
| Standards:  ELACC8L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  b. Form and use verbs in the active and passive voice.  ELACC8RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.  ELACC8W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  Instruction:   * Review active and passive voice with students. * Active voice = subject is doing the verb (Joey is returning the movie). * Passive voice = subject is being acted upon by the verb (The movie was returned by Joey). * Have students examine the text chapters 24 and 25 of *The House of the Scorpion* for examples of active or passive voice. * Have students rewrite a passage from the previous night’s homework using only active or passive voice. * You can have students draw numbers to determine whether they will write in active or passive, active is odd numbers and passive is even numbers.   *Homework: Students will read chapters 26-27 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How do I draw meaning from one text to help support my understanding, ideas or claims in another text?** |
| **TASK: Students will read an informational text about artificial intelligence and apply their new understanding to the information presented in the video clip from *I,Robot* Chapter 35 “Unauthorized Entry”** |
| Standards:  ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  ELACC8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye-contact, adequate volume, and clear pronunciation.  ELACC8RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 8 reading standards to literature.   Instruction:   * Show students the video clip from *I, Robot*. * After the video clip ask students to reflect upon the following questions: * Sonny believes he was created for a purpose, how does this compare to Matt’s identity in *The House of the Scorpion?* * Sonny was created to help defeat a well-intentioned computer program VIKI, how does this compare to Matt’s reason for creation? * *I, Robot* is the film adaptation of Isaac Asimov’s book *I, Robot*. What was the author’s purpose in writing such a novel? * Do you think it is possible for a situation to arise where technology might out maneuver the human race?   *Homework: Students will read chapters 28- 29 of The House of the Scorpion. In addition to their reading ask students to write a short narrative describing a time when technology has “out-smarted” them. (e.g., a smart phone that you couldn’t get to operate the way you wanted it to, the time you couldn’t work the wrinkle release cycle on your new dryer, when you couldn’t figure out how to program your navigational system, etc.)* |
| **ESSENTIAL QUESTION: What is artificial intelligence?** |
| **TASK: Students will understand the science behind and the benefits of artificial intelligence** |
| Standards:  ELACC8RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  ELACC8RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  ELACC8W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  Instruction:   * Before beginning research ask a few students to share their writing assignments from the previous night. * Ask students to think of the programming that these situations require. For example: a navigation system you cannot figure out how to program needs coordinates, maps, units of measure-like the kilometer or mile-and units of time-hours and minutes-it would also need volume control, voice programming, etc.) * Where did the “intelligence” of these programs come from? (Answer: the engineers or programmers that created them) * Ask students to consider the statement: “A program or design is only as intelligent as the programmer or designer that created it.” * Watch the video clip “Watson on Jeopardy” <http://www.youtube.com/watch?v=WFR3lOm_xhE> * Take students to the computer lab or library and allow them to research AI.   *Homework: Students will read chapter 30 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: How do I use parenthetical citations in my presentation?** |
| **TASK: Students will research AI and demonstrate a command of parenthetical citiatons** |
| Standards:  ELACC8W8: Gather relevant information from relevant print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  ELACC8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.  ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Instruction:   * Provide direct instruction on parenthetical citations and works cited pages. * The Purdue Online Writing Lab is an excellent resource for MLA standard citation. * “MLA Citation” <http://owl.english.purdue.edu/owl/resource/747/01/> * Students will use their research on AI to produce a short 2-3 minute presentation. * Students may use Power Point or Prezi.   *Homework: Students will read chapters 31-32 of The House of the Scorpion.*  *\**Assessment Opportunity |
| **ESSENTIAL QUESTION: What are the ways in which subjects and verbs agree?** |
| **TASK: Review and assess student use of subject verb agreement** |
| Standards:  ELACC8L1: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking.  d. Recognize and correct inappropriate shift in verb voice and mood.  ELACC8L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 2. Use an ellipsis to indicate omission. 3. Spell correctly.   ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading or listening.   1. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact.   Instruction:   * Review subject verb agreement. * Pull mentor sentences from extended text to showcase appropriate use of the subject verb agreement. * Have students pull writing from their Writer’s Notebooks, Literary Journals, etc and edit for subject verb agreement.   *Homework: Students will read chapter 33 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: How do author’s use punctuation to add emphasis to their writing?** |
| **TASK: Review the uses of punctuation, specifically the ellipsis, hyphen, comma and dash** |
| Standards:  ELACC8L2: Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (comma, ellipsis, dash) to indicate a pause or a break. 2. Use an ellipsis to indicate an omission. 3. Spell correctly.   ELACC8W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.  Instruction:   * Review the uses of punctuation in writing: * exclamation point * hyphen * dash * comma * ellipsis * question mark * period * Read students the short children’s story *Punctuation Takes a Vacation* by Robin Pulver. * Ask students to examine the ways the author plays with punctuation. * Have students consider how they can play with punctuation in their own writing. * Students can either pull an existing work from their Writer’s Notebook to practice playing with punctuation on or they can begin a new writing assignment. * Students should turn in their writing for assessment.   *Homework: Students will read chapter 34 of The House of the Scorpion.*  *\**Assessment Opportunity |
| **ESSENTIAL QUESTION: How do I succeed on the assessment for this text study?** |
| **TASK: Students will review the elements of argumentative writing and will create a rubric for this assessment** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.   ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Instruction:   * Working with peers and the teacher students will collaborate and create rubric for their assessment * Provide students with a copy of the 8th grade standards for language arts. * Students will review their notes organ donation and any materials from *My Sister’s Keeper* by Jodi Piccoult. * Students, with guidance from the teacher, should analyze the standards and determine which they should use as the focus standards. * Provide students with a blank copy of the rubric and as a class fill it in. * Students should use the rubric to guide their written assessment task. |
| **ESSENTIAL QUESTION: How do I demonstrate all that I have learned during this text study?** |
| **TASK: Students will produce an argumentative essay in which he or she will determine their opinion on the issue of organ donation.** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   Instruction:   * Provide students with a copy of the prompt. * Thoroughly dissect the prompt so that students are clear on what they are expected to produce. * Allow students to use the remaining class time to begin drafting their response. * Students will turn in final draft of the assessment upon returning to class the next day.   \*Assessment Opportunity |
| **PLANS FOR ASSESSMENT 4:** *integrating reading selections from the unit into a writing task* |
| PROMPT:  Throughout this unit we have analyzed dystopian societies-that is Utopian dreams gone wrong. Drawing on the evidence from both literary and informational texts read during this unit, decide whether or not you believe a Utopian society will ever exist. Why or why not? Provide evidence from the texts in this unit of study to support your claims. |
| **SKILL BUILDILNG TASKS**  *Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.* |
| **ESSENTIAL QUESTION: Can a utopian society exist?** |
| **TASK: Create a plan for a utopian society within the language arts classroom** |
| Standards:  ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  ELACCSL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  ELACC8L3: Use knowledge of language and its conventions when writing, speaking, reading or listening.   1. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.   Instruction:   * Reflecting on all they have learned about utopian and dystopian societies, ask students to spend time thinking of three laws (a la *I, Robot*) that will create a perfect language arts class room. * Students should draft a short campaign speech outlining their three laws and why/how they would work. * Students must make use of the conditional and subjunctive moods of verbs in their speeches (e.g., “if you choose my laws, then…”) * Each student must present their three laws to the classroom. * After each student has successfully campaigned a winner will be chosen. * Incorporate those three laws into the classroom, as strictly as possible, during the next two to three days of class. * After three days have passed ask students to reflect upon your utopian society, was it successful? Why or why not?   *Homework: Students will read chapter 35 of The House of the Scorpion.* |
| **ESSENTIAL QUESTION: How do I make a text-to-self connection?** |
| **TASK: Students will analyze *The House of the Scorpion* for a text-to-self connection and write a brief narrative explaining that connection.** |
| Standards:  ELACC8RI1: Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text.  ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text.  Instruction:   * Students should analyze their notes, as well as any discussions from class, and write a one page narrative reflection comparing themselves to a character from the text they feel a connection with. * Ask students to consider the different allusions in the text: * religious * cultural * literary * Ask students to consider the different themes in the text: * alienation * social classification * struggle to get and maintain power * Ask students to consider character relationships in the text: * bully and victim * unrequited love * absentee parental figures   *Homework: Students will read chapter 36 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How does point of view impact the way the reader understands and connects with the text?** |
| **TASK: Students will re-write a scene from *The House of the Scorpion* from El Patron’s point of view** |
| Standards:  ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader create such effects as suspense or humor.  ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 8 reading standards to literature. 2. Apply grade 8 reading standards to literary nonfiction.   Instruction:   * In chapter 23 of *The House of the Scorpion* Matt comes face to face with not only El Patron but also the truth about his existence. * As El Patron lies dying in a hospital bed he and Celia have a conversation in which Celia reveals she has been poisoning Matt. * Rewrite this dramatic turn of events from El Patron’s point of view. * Include inner monologue to give the reader a clearer picture of what is happening inside El Patron’s head when this epiphany is revealed.   *Homework: Students will read chapter 37 of The House of the Scorpion.*  *\**Assessment Opportunity |
| **ESSENTIAL QUESTION: How do I use punctuation to effectively express hesitancy or a dramatic pause?** |
| **TASK: Students will examine mentor texts for examples of punctuation use** |
| Standards:  ELACC8L2: Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (comma, ellipsis, dash) to indicate a pause or a break. 2. Use an ellipsis to indicate an omission. 3. Spell correctly.   ELACC8W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.  Instruction:   * Review the rules of punctuation for comma, ellipsis, and dash. * Insert a dramatic pause into the rewrite scene from *The House of the Scorpion.*   *Homework: Students will read chapter 38 of The House of the Scorpion.*  \*Assessment Opportunity |
| **ESSENTIAL QUESTION: What’s in a name?** |
| **TASK: Students will research the meanings of character names** |
| Standards:  ELACC8W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  ELACC8W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 8 reading standards to literature.   ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Instruction:   * Allow students to research the origin of character names from the novel *The House of the Scorpion:* * Matteo * Celia * Maria * Esperanza * Tom * Ask students to analyze the research information about the character names and determine whether or not the names are suitable for the characters they represent. If students find the names do not match the characters have them to find a more suitable suggested name. * Students can research their own names and present their findings to the class.   \*Assessment Opportunity |
| **ESSENTIAL QUESTION: How can I find a link between different genres/styles of writing?** |
| **TASK: Students will read Shakespeare’s Sonnet 60 and analyze the thematic link** |
| Standards:  ELACC8RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  ELACC8RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  Instruction:   * Students should compare and contrast the themes in *The House of the Scorpion* to Shakespeare’s Sonnet 60. * What is Shakespeare’s purpose in writing his sonnet? * What parallels can be drawn between the two texts? * What is Nancy Farmer’s purpose in writing her novel? * Which text, if any, is more realistic? |
| **ESSENTIAL QUESTION: How do different authors approach the same themes?** |
| **TASK: Students will read Dylan Thomas’ “Do Not Go Gentle Into That Good Night”** |
| Standards:  ELACC8RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  ELACC8RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation  Instruction:   * Students should compare and contrast the themes in *The House of the Scorpion,* Shakespeare’s Sonnet 60 and Thomas’ “Do Not Go Gentle” poem. * What themes are consistent in these works? * How do the different author’s approach the idea of rebellion and death? * As an extension of this activity ask students to see if they can find yet a third poem with a similar theme. |
| **ESSENTIAL QUESTION: How can I succeed on the assessment for this text study?** |
| **TASK: Students will review the elements of argumentative writing and will create a rubric for this assessment** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.   ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Instruction:   * Working with peers and the teacher students will collaborate and create rubric for their assessment * Provide students with a copy of the 8th grade standards for language arts. * Students will review their notes on dystopian literature and any of the assigned readings or topics discussed in the unit. * Students, with guidance from the teacher, should analyze the standards and determine which they should use as the focus standards. * Provide students with a blank copy of the rubric and as a class fill it in.   Students should use the rubric to guide their written assessment task. |
| **ESSENTIAL QUESTION: How do I demonstrate all that I have learned during this text study?** |
| **TASK: Students will produce an argumentative essay in which they will outline their position on whether or not a utopian society can or will ever exist.** |
| Standards:  ELACC8W1: Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented.   Instruction:   * Provide students with a copy of the prompt. * Thoroughly dissect the prompt so that students are clear on what they are expected to produce. * Allow students to use the remaining class time to begin drafting their response. * Students will turn in final draft of the assessment upon returning to class the next day.   \*Assessment Opportunity |